

Active School Kids ASK



Project Short Report 2008

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Recommended citation:

Johnston M; (2009). *Active School Kids (ASK) Project Short Report 2008t*. Health Promotion, Population Health, Planning & Performance. North Coast Area Health Service.

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August, 2009

Cover Photograph: Students from Nana Glen Public School using physical activity equipment funded by the Active School Kids Project. Image courtesy: Nana Glen Public School.

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Introduction

This short report details the process and results of a North Coast health promotion project which provides seeding grants for primary schools to increase physical activity levels. The project is collaboration between The Cancer Council NSW, North Coast Area Health Service Health Promotion and Aboriginal Health. The project will undergo a name change from 2009 to Active School Kids (ASK) which reflects the revised singular focus on physical activity.

Students, through any school leadership group such as the Student Leader Body (SLB), are invited to apply for grants of up to \$1,000 for their school. The aim is to empower students to examine the whole school environment (natural, built, social and cultural) to identify barriers and increase opportunities for participation in physical activity. Increased physical activity is identified as a key strategy in addressing increasing levels of childhood obesity. Students, under the leadership of a teacher coordinator, complete the initial toolkit application, identify and implement the project and are actively involved in the evaluation focus group. Health promotion evidence strongly advocates active consumer engagement in initial project planning, implementation and evaluation.

In 2008 the project provided \$23,947.60 in non recurrent funding grants to twenty nine North Coast primary schools with a combined student population of 6,191 for projects aimed to increase physical activity using a comprehensive, whole school approach. Funded schools had an average Aboriginal student population of 14.4%, significantly above the NSW average of 2%¹.

This short qualitative report is based on reflections reported by the members and coordinator of each Student Leader Body to six key focus group questions about the project process and any perceived outcomes.

¹ Source: Australian Bureau of Statistics. 4713.0 - Population Characteristics, Aboriginal and Torres Strait Islander Australians, 2006. Available at <http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/C65BBF89C086D247CA257418000E35DA?opendocument>

Process

All primary schools within the North Coast Area Health Service boundary (Tweed Heads to Camden Haven) and previously unfunded under GOSH or ASK were eligible to apply. A simple funding application toolkit suitable for completion by primary school aged children was developed by Health Promotion in consultation with Department of Education and Training.

An invitation was extended to primary schools to apply for grants for health promotion physical activity projects using a comprehensive, whole school approach to be implemented from term 2 to 4 in 2008.

A letter and flyer about the project was distributed electronically via *In-Principal* by the area offices of public and Catholic Education to primary schools located between Tweed Heads and Camden Haven. Independent schools received the information through individual facsimile notification. All schools received the information in term 4, 2007 and term 1 2008.

A review panel representative of the project partners considered each of the applications based on the following criteria.

Projects should:

- Consider the barriers to physical activity
- Increase physical activity levels
- Be student driven
- Have evaluation plans
- Have ongoing physical activity benefits within the school community.

Projects which did not get funded were those which were considered:

- Unsustainable by the project review panel
- To have no impact on increasing physical activity levels in the school, for example funding for fruit to support a physical activity project.
- Not multi-strategic, for example provision of equipment without complimentary policy and/or practice for its use.

Student Leader Body comments on the process

“We thought it was pretty easy. We had to measure up the hall to see if the equipment would fit.” Student Leader Body Coordinator: “They got a lot out of it. They had to learn how to measure and estimate costs and how to use the catalogues.”

“We decided what we needed the most. We asked people. Thirty two people in the school so we asked everyone.”

Review of the process and outcomes took place in term 4, 2008 and involved focus group interviews with the SLB and Student Leader Body Coordinator (SLBC), a teacher within the school. In 19% of interviews, the SLBC was not present.

100% of SLB interviewed said the GOSH project was fun. Twenty six of the twenty nine funded schools were interviewed, as three schools were still to complete the project at the time the focus groups were held due to staffing changes.

The three schools with incomplete projects were recontacted in Term 2, 2009 and all had since implemented and completed their projects, verified by the Student Leader Body Coordinator or the principal.

This short report is framed around the responses given by the SLB and SLBC to six key focus group questions about the project process and any perceived outcomes.

Student Leader Body Coordinator comments

“Without that money (GOSH grant) we couldn’t have done the project – the skills for these leaders, the friendlier atmosphere, the increased activities, the little children having such a great time, usually fighting.”

“I would observe to see how the SLB were going – and I’d see the respect that the SLB were given by their student body. The community hall on school grounds – the SLB have turned it into a structured play space every lunch time. Previously they (student body) were just sitting around getting into arguments. Teachers on playground duty are highly aware that there are fewer arguments.”

Partners and Funding

The NSW Cancer Council Mid and Far North Coast region has been an enthusiastic GOSH project partner since 2003 with input into project development, planning expertise, funding of \$4,000 per annum from 2007 and representation on the review panel convened to assess grant applications.

The Australian Sports Commission became a partner from 2007 with the provision to successful applicant schools of approximately \$4,000 per annum in resources and professional development.

Due to positive project outcomes, NSWCCNR and the ASC have committed the same funding and resources in 2009.

Department of Education and Training advised on initial project development, disseminated project information electronically to schools and has been represented on the review panel.

The Catholic Education Commission (CEC) supported the dissemination of project information electronically to schools and was represented on the project review panel.

GOSH project received \$10,000 from NSW Health to support Aboriginal Health Promotion initiatives. This funding was used to fund ASK school projects where the Aboriginal student population was twenty five per cent or greater. Twelve schools received Aboriginal Health Promotion funding for their projects.

\$9,947.60 in project funding was supplied by the NCAHS Health Promotion budget.

Reported Outcomes

Twenty five out of twenty six SLB interviewed reported that students were more active at school since their project's inception. The group which reported no change identified that the student body was already very active and could not discern an increase.

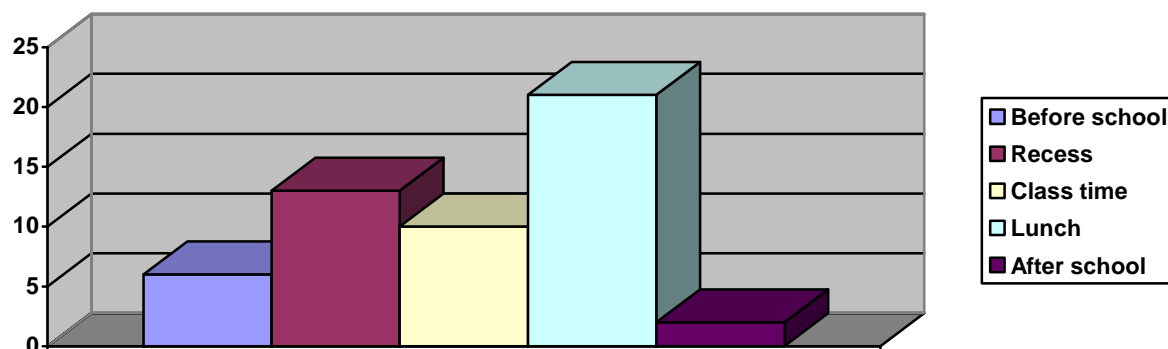
"All the inactive ones that used to sit around and fight now play, and the intellectual disability children (Downes, Autism) are now playing European handball, indoor soccer, dodge ball and there's smiles on their faces and they're laughing."

"What the equipment has done is give a focus to some of the play time and created opportunities to have bigger groups. It has also stopped some of the quarrels." (SLBC)

The lunch break period recorded the highest activity levels, primarily because it was reported there was more time set aside after eating for active play.

The new equipment also allowed for longer play time for some students because 23% of Student Leader Body or Student Leader Body Coordinator reported a reduction in bullying and arguments. Less time was reportedly spent by students arguing over equipment and play areas as the majority of funded projects included purchasing new and different active play equipment and line marking concrete areas for more active play areas.

Graph 1: When are students more active?



The graph above represents Student Leader Body perceptions of when students have increased their activity levels since implementing their projects. 53% of Student Leader Body and Student Leader Body Coordinator (14 schools) reported that class based physical activity time had also increased. This may be due to teachers taking advantage of incorporating the new equipment into the Personal Development Health Physical Education curriculum.

All Student Leader Body reported that their projects would be sustained, and Graph 2 represents their perception of why they think their particular project will be ongoing. Student Leader Body were required as part of the application toolkit to identify how they would address sustainability.

This information relies on qualitative perception by primary students and may not translate into actual project sustainability. Student Leader Body as a group present as very supportive and enthusiastic about their funded project. This enthusiasm may affect their perception of sustainability, and also perception of levels of actual physical activity change in their school communities.

Student Leader Body comments on reported outcomes:

“All the people have gotten into sport – and they’ve got the equipment (now) to do it. They’re joining into games. We (SLB) organised 4 a side lunchtime soccer with primary and for infants (we organised) lunchtime tabloid sports. Everyone came out to watch the grand finals.”

“We used to have a big cross bar and two trees but since we got the four (soccer) goal nets we can have more games and less fighting. There are two mini fields set up and it works better, there are more kids using it than when we had the trees.”

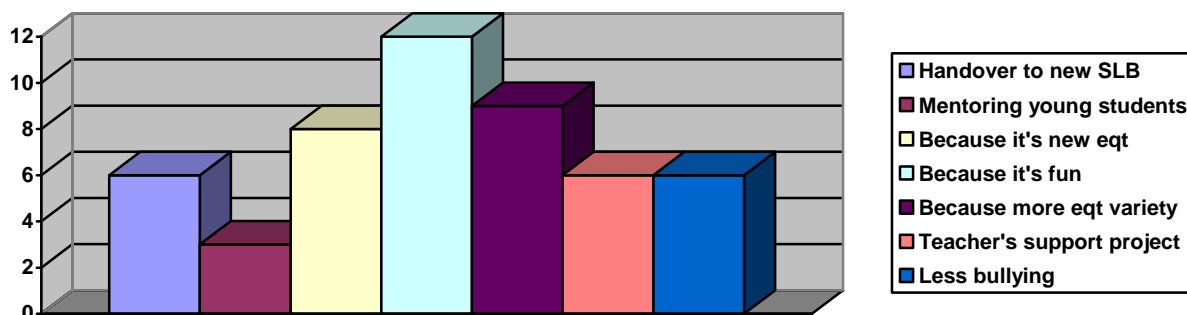
“There’s more equipment to use now and they’re actually using it. It’s more accessible now it’s kept in the trolleys – they get put out for breaks.”



Children from Kempsey South Public actively using their new equipment

Sustainability

Graph 2: How will the project be sustained?



Graph 2 represents the responses from Student Leader Body on why they viewed their projects as sustainable. The first column represents the number of Student Leader Body which identified a formal project handover to the next elected Student Leader Body as one strategy to ensure sustainability. The remaining columns identified a range of strategies to address project sustainability, including mentoring of younger students to familiarise them with the project and equipment.

There was a strong perception among all Student Leader Body that if a project was fun, then it was more likely to be sustained.

Student Leader Body comments on sustainability

“Cause what we are going to do is write up a folder of our activities and what we had planned, to hand over to the (new) SLB.”

“The year 5’s will teach the next SLB and the sports captains to support it – and we interviewed some kids today, teachers and the principal and they all wanted to keep it going.”

“Because more people are getting involved; as I said, we’re teaching the (year) 3-4’s (the games) and they’ll probably teach the year 1-2’s.”

Discussion

Funding expediency: The school year, from January to December, does not comfortably align with the financial year and funding timeframes for the NCAHS (July to June). Whilst school tax invoices were all submitted to NCAHS finance by April 16th, by July 1st 2008 a majority of schools had not received project funding. This can hamper a school’s Student Leader Body ability to commence and complete its project within the school year.

It is also disappointing for an enthusiastic Student Leader Body expecting to commence its project in a timely way. Projects need to follow school timeframes to enable completion by the same Student Leader Body. Student Leader Body’s are elected by the school community at the start of term 1, and remain the leader body for all four terms until December.

A recommendation included within this report seeks “that the project officer explore with management, alternative funding arrangements to ensure schools receive their grant money by the beginning of 2nd term.”

Recommendations

- The ASK project receive dedicated Health Promotion funding in 2009 and that the project reapply for \$10,000 funding through NSW Health Aboriginal Health Promotion budget.
- A brief funding agreement outlining expectations and timeframe and suggested action in the event of non-completion of funded projects be included in the toolkit.
- The ASK primary contact person sit on the ASK review panel in 2009, to provide detailed project information for panel members if required.
- A current physical activity school supplier catalogue be made available during the review panel process to assist them in identifying equipment which is referred to in grant applications under brand or common names (eg 'pimple ball').
- The project be reassessed post 2009 funding round to determine the overall project reach and future relevance.
- A project exit process and strategy be planned by 2010 and implemented from 2011. All ASK partners to be consulted and included.
- Explore changes to the funding arrangements to ensure schools receive their grant money by the beginning of 2nd term.

Appendices

Appendix 1: Letter to Principals



FAX

| | | | |
|---------|--|--------|---|
| TO | Principal, North Coast Primary School Student Leader Body and SLB Coordinator | FROM | Uta Dietrich, Director Health Promotion |
| COMPANY | North Coast Primary School | BRANCH | Population Health, Planning and Performance Directorate |
| FAX | | FAX | Fax. 02 6622 2151 |
| TEL | | TEL | Tel. 02 6620 7517 |
| DATE | October, 2009 | PAGES | 2 |
| SUBJECT | <i>ACTIVE SCHOOL KIDS (ASK) Project 2009</i> | | |

The Grant Opportunity for School Health *ACTIVE SCHOOL KIDS (ASK) Project* is award winning, bestowed in 2008 with the North Coast Area Health Service (NCAHS) Award for service excellence.

Health Promotion and Aboriginal Health from the NCAHS and the Cancer Council NSW in 2009 is offering \$1,000 grant opportunities to north coast primary schools that are located within the geographical boundary of the NCAHS. The boundary encompasses Tweed Heads to the north, Camden Haven to the south and west to Dorrigo and Urbenville.

The goal of the ASK project is to enhance the capacity of previously unfunded north coast primary schools to develop and implement sustainable health promotion initiatives using a comprehensive, whole school approach.

In 2009 the focus will again be on funding physical activity projects that are initiated and driven by the Student Leader Body (SLB).

Please note that in 2009 there has been a change to the funding process. Funding is now restricted to schools which have not previously received a GOSH or ASK grant.

The application process will be a simple one which requires the SLB to consult with its student body on the barriers to physical activity at school. The SLB will, with the support of the student body and SLB Coordinator develop strategies, including a budget to address the barriers. The proposal will be presented for support to the Principal. Following this, it will be sent to the funding body for consideration. Applications will be received until February 27th, 2009.

To access an electronic copy of the ASK Toolkit, please email, telephone or fax Margo Johnston, or download a copy of the ASK Toolkit from the North Coast Area Health service website: www.ncahs.nsw.gov.au and follow the link to Health Promotion. Assistance to complete the application is available by contacting the Health Promotion staff listed below.

Margo Johnston

Health Promotion Officer E: Margo.Johnston@ncahs.health.nsw.gov.au

T: 02 6562 6066 M: 0427 929 313 F: 02 6562 8116

Appendix 2: Flyer



Grant Opportunity for School Health

An invitation is extended to primary schools to apply for grants for health promotion projects using a comprehensive, whole school approach to be implemented in 2008.

The Cancer Council NSW Northern Region and North Coast Area Health Service Health Promotion are offering grants of up to \$1,000 to help identify barriers and increase physical activity opportunities in your school.

Increased physical activity has been identified as a key strategy in addressing increasing levels of childhood obesity.

Applications are sought for projects which are student identified, engage the student body, and are driven through the Student Representative Council. The focus is on empowering students to examine the whole school environment (natural, built, social and cultural) to identify barriers and increase opportunities for participation in physical activity.

All primary schools or clusters of schools in the North Coast Area Health Service boundary (Tweed Heads to Camden Haven) are eligible to apply.

For an electronic GOSH application
Toolkit contact:

Margo Johnston

Margo.johnston@ncahs.health.nsw.gov.au

OR

Pam Johnson

Pamela.Johnson@ncahs.health.nsw.gov.au

**Application kits are available now and
can be downloaded from**

www.ncahs.nsw.gov.au

**Follow the links to Health Promotion and
Health Promoting Schools.**

The closing date for completed
applications is

February 22nd 2008

Project partners:

The Cancer Council NSW Northern
Region,
North Coast Area Health Service,
Population Health, Planning &
Performance Directorate,
Australian Sports Commission.



**NORTH COAST
AREA HEALTH SERVICE
NSW HEALTH**



**Active After-school
Communities**

Helping kids and communities get active

Appendix 3: Focus Group Questions

Grant Opportunity for School Health Active School Kids project 2008

Number of SLB present: Male: _____ Female: _____

Year/s represented: (tick) K ___ Y1___ Y2___ Y3___ Y4___ Y5___ Y6___

SLB Coordinator present? Yes _____ No _____

Student Leader Body Focus Group Questions:

1. What (things) made the Active Kids Toolkit easy for you to use?

- (prompt) Who filled in the form?
- (prompt) Help from SLB coordinator or another adult?
- (prompt) Were the words easy to understand?

2. Thinking again about the Active Kids Toolkit, was there anything about it that made it hard for you to fill in?

- (prompt) Was it too long?
- (prompt) Was the budget page easy to fill in?

3. Do you think any students are more active at school because of your project?

- (probe) If yes, in what ways are they more active?
- (probe) When are they more active – recess, lunch, before or after school or during school?
- (probe) How many are more active?
- (probe) Are the kids having fun in their activities?

4. Do you think your project will still be running a year from now?

- (probe) If no, why do you think it won't be?
- (probe) If yes, why do you think it will be?

5. *What did you do about the things we didn't fund? (eg bullying, hats etc)

6. What else do you think could be done to make it easier to be more active at school?

Thank you all for your helpful answers. What we want to do with everyone's answers is to make the ASK project better, and with your help, we will. We also want to know whether the project has worked.

* Only ask this question if the SLB raised non physical activity issues as barriers in their GOSH/ASK application kit.

Appendix 4: Synopsis of Funded Projects

Grant Opportunity for School Health, Active School Kids 2008 Funded Schools' Project Synopses

| SCHOOL | PROJECT SYNOPSIS |
|---|--|
| 1. St Joseph's Primary, Port Macquarie | Enhance existing PA program, make available in breaks |
| 2. Gladstone Public School | Funds for sports equipment trolley, with a student led borrowing system |
| 3. Casino Public School | Funds for gymnastic equipment to enhance existing program |
| 4. Macksville Public School | Funds for new PA equipment, students to teach younger students to use (buddy system) |
| 5. Coffs Harbour Public School | Refurbish existing PA resources, introduce new PA opportunities |
| 6. Woolgoolga Public School | Hold 3 tabloid sports days, introduce new PA choices |
| 7. Kempsey East Public School | Equipment to hold world Olympic day; introduce new PA choices, line-marking on concrete, team bibs |
| 8. St Peters Primary School, Port Macquarie | Peer led Quest program for break times, develop dance program |
| 9. Wiangaree Public School | Increase access to PA through simple sports equipment, more accessible process |
| 10. Bellimbopinni Public School | Purchase of sports equipment trolley to increase ease and use of equipment |
| 11. Empire Vale Primary School | Purchase equipment, line marking, wear hats, maintain equipment |
| 12. Emmanuel Anglican College | Purchase equipment, line marking, hold competitions, allocate days for play |
| 13. St Josephs Primary School, Kempsey | Purchase different PA equipment and increase use of equipment, establish maintenance process |
| 14. Telegraph Point Public School | Increase and introduce different PA equipment, students organise playground competition each term |
| 15. Millbank Public School | More equipment and increase access through class sets of equipment, increase shade |

| SCHOOL | PROJECT SYNOPSIS |
|--|--|
| 16. Aldavilla Public School | Purchase PA equipment, increase PA opportunities, shade sail to increase solar protected play area |
| 17. Nana Glen Public School | Increase PA equipment access at recess, increase shade, purchase PA equipment to increase PA choice. |
| 18. Mary Help of Christians School, Toormina | Increase access and variety of PA equipment, increase wet weather PA options, address bullying |
| 19. St Finbarr's School, Byron Bay | Increase access & variety of PA equipment, shade, organised student led competition and games |
| 20. Greenhill Public School | Increase inclusive PA through peer groups, access to PA, increase skipping opportunities |
| 21. Karangi Public School | More PA choices, encourage bike riding, designated PA areas |
| 22. SDA Schools Tweed Valley College | Increase athletic skills through PA equipment purchase, long jump pit installation |
| 23. Main Arm Upper Public School | Increase variety and quantity of PA equipment, increase wet weather PA options, increase marked PA areas |
| 24. Bellbrook Public School | Increase skipping across school, student leader pre and post PA student surveys |
| 25. Goonellabah Public School | Purchase PA equipment, instigate student leader operated PA borrowing system |
| 26. Fernleigh Public School | Purchase PA equipment, peer led supervision of games and competitions, increase wet weather PA options |
| 27. Kempsey South Public School | Intro new PA opportunities - gymnastics |
| 28. Toormina Public School | Refurbish unusable land to make volleyball and soccer area, change break times |
| 29. Kempsey West Public School | Purchase PA equipment, increase variety of PA, roster equipment for equitable use |

Appendix 5: Toolkit

ACTIVE KIDS TOOLKIT

Grant Opportunity for School Health

GOSH

Active Kids are Healthy Kids



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GOSH ACTIVE KIDS TOOLKIT



Active Kids Are Healthy Kids





Grant Opportunity for School Health


Dear SRC, SRC Coordinator and Principal,

Welcome to the *GOSH* Active Kid's Toolkit! This toolkit will help you to apply for a possible \$1,000 *GOSH* grant for your school. The *GOSH* project is funded by North Coast Area Health Service Health Promotion and the NSW Cancer Council Northern Region. The Australian Sports Commission is also providing four extra prizes and there is more information about this on pages 8 and 9.

GOSH grants of up to \$1,000 are being offered for physical activity projects which are student identified, engage the student body and are driven through the Student Representative Council (SRC). The focus is on empowering students to examine the whole school environment (natural, built, social and cultural) to identify barriers and increase opportunities for student participation in physical activity. Physical activity or being active means moving your body in ways like walking, skipping, dancing, bike riding and playing games.

This application package includes a simple *GOSH* Active Kids Toolkit to be completed by the SRC with the support of the SRC Coordinator. Pages 9 and 10 need to be considered and signed off by the principal. The **closing date for application is week 4, term 1, February 22nd 2008**. Successful schools will be notified soon after the closing date and funds will be received during Term 1.

If you need any help with this *GOSH* toolkit, please contact Margo Johnston on 6562 6066 or Pam Johnson on 6648 7220



Health Promotion – Population Health, Planning & Performance – North Coast Area Health Service

1

GOSH: What the SRC Need To Do



Active Kids Are Healthy Kids

- ① Have a look at the questions and examples provided on page 4-6 of the toolkit to give you some ideas about physical activity in your school.
- ② Talk to the kids in your school and get their ideas about the questions asked.
- ③ Answer the questions by putting the ideas for your school in the space provided.
- ④ Fill out the budget for what you would spend your money on. The budget is on Page 7 of the toolkit.
- ⑤ Get your SRC Coordinator and Principal to sign off and submit your GOSH application so we receive it by 5pm, February 22nd, 2008. Keep a copy of your completed GOSH application. Send the completed GOSH Toolkit to Margo Johnston, NCAHS, Locked Bag 1, Kempsey NSW 2440.
Fax: 0265626066, E: Margo.Johnston@ncahs.health.nsw.gov.au
P: 0265626066



Health Promotion – Population Health, Planning & Performance – North Coast Area Health Service

2

How will your GOSH Application be assessed?

Active Kids Are Healthy Kids

A Review Panel from education, health and the Cancer Council NSW will assess all applications received and select the successful primary schools. The decision of the Review Panel will be final.

The following criteria apply:

1. Applications must be from schools within the geographical boundary north to Tweed Heads west to Dorrigo and Urbenville, and south to Camden Haven.
2. GOSH Projects are to be identified and driven by the Student Representative Council and engage the student body.
3. The Student Representative Council must complete the *GOSH Active Kids Toolkit* on pages 4, 5, and 6.
4. Applications must be agreed to by the school principal. Pages 9 and 10 must be completed and signed by the principal.
5. GOSH Projects must have the potential to directly influence physical activity levels within the school community.
6. Preference will be given to GOSH projects which have ongoing benefits to the school community.

Successful Applicants will be required

to: Participate in the evaluation process, which includes:

1. Contact with GOSH staff and participate in a 30 minute follow up evaluation interview with the SRC Coordinator and SRC members in Term 4, 2008.
2. Provide evidence if required that grant money issued has been expended on the GOSH project described within the GOSH application.
3. Provision to GOSH staff of copies of digital photos, published media articles, policies or lesson plans relating to the GOSH project. This material may be used to illustrate positive outcomes in the final report of the GOSH project.



Health Promotion – Population Health, Planning & Performance – North Coast Area Health Service

3

Your GOSH Ideas!



STUDENT USE ONLY

1. How are you active at school now?

- EXAMPLES**
- o Getting to and from school
 - o Sport and PE
 - o Dance and drama
 - o Recess and lunchtime games
 - o Active class breaks

Please tell us how students are active at your school...

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2. What stops you being active at school?

- EXAMPLES**
- o Not having sports or games equipment
 - o Uniform restricts play
 - o Playground rules
 - o Too hot or no shade
 - o Wet weather
 - o Good places to play
 - o No active class times
 - o Bullying

Please tell us what stops you being active at your school...

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STUDENT USE ONLY

3. What would you do about this?

- EXAMPLES**
- o Ask council for a cycle path to school
 - o Access to sports or games equipment
 - o Playground marking for games. eg. Handball courts
 - o Provide active choices in wet weather eg. Music for dancing in hall
 - o Stop bullying
 - o Change break times

Please tell us what you would do...

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4. What do you need to help you do this?

- EXAMPLES**
- o Money for equipment - music, dance, sport games
 - o New school activities
 - o More bike racks
 - o Safer routes to school
 - o Line markers and paint
 - o Access to drinking water in active play area eg. Install water bubbler.

Please tell us what you need...

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STUDENT USE ONLY

5. How will you be able to see if it has worked?

- Show us with before and after photos/video what has changed.
- Survey students: are they more active, are they having more fun.
- Observing and counting how many students and which students are more active. eg. girls, boys, Kinder - 6.

EXAMPLES

Please tell us what has changed...

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6. How will you make sure your program keeps going in your school?

- Get teacher and parent support for your GOSH project. eg write about your project in the school newsletter.
- Pass your project on to the next SRC so they can continue it.
- Make equipment easily available and look after it.
- Make it fun!

EXAMPLES

Please tell us how the project will be ongoing...

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GOSH Active Kids Toolkit-BUDGET  *Active Kids Are Healthy Kids*

| What will you spend your money on? | Where will you purchase items? | How much will it cost? | Amount |
|--|---------------------------------------|--|---------------------|
| EXAMPLE 1: Skipping ropes EXAMPLE 3: Sports trolley | Local Sports Shop Sports catalogue | 10 @ \$5 (each) 1 x sports trolley \$549.00 | \$50.00 \$549.00 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | Total: |

The Australian Sports Commission 4 ADDITIONAL PRIZES



If your school wants to be considered for the additional Australian Sports Commission prize, please complete the application on page 9.

The Australian Sports Commission (ASC) will provide to your school if you win one of the four additional prizes:

- ① Free $\frac{1}{2}$ day teacher in-service demonstrating the 'Playing for Life' delivery model. The 'Playing for Life' delivery model has been developed to assist with the engagement of traditionally less active children. The model focuses on Fun, Inclusive, Safe and High Involvement (FISH) structured physical activities that are easy to plan and deliver. Playing for Life activities have a multi-skill, general physical activity focus that is 'game centred' rather than 'technique centred'. It makes the game the focus of an activity session and provides fun, inclusive and safe activities for all participants.
- ② A Hart Sports multi-skill kit valued at \$450, consisting of a range of user-friendly sporting equipment that will assist the teacher to address the key components of mobility and motor skill development in the participating students.
- ③ A 'Playing for Life' (P4L) resource kit valued at \$109 consisting of over 100 game cards that will provide the teacher with a variety of delivery options depending upon the competency level of participant students. As well as the P4L kit, winning schools will also receive the recently developed Companion Book valued at \$170. The Companion Book compliments the P4L kit and contains a number of 8-week session plans for a variety of activities, making session planning and delivery so much easier for busy teachers.

Criteria for the ASC additional prize

- At least 50% of teaching staff will attend the $\frac{1}{2}$ day teacher in-service.
- Participate in a ten minute telephone evaluation interview with an ASC staff member.
- Prize will be used to support and directly influence physical activity levels within the school community.

Please note: A short phone interview from an ASC staff member may be required to support your application.

Australian Sports Commission Additional Prizes Application Details



Active Kids Are Healthy Kids

(Principal to complete this page)

The Australian Sports Commission's Active After-school Communities (AASC) program provides physical activity options for primary school age children. More information can be found at www.ausport.gov.au/aasc

Please list some of the benefits to your school that participating in the Australian Sports Commission project may provide.

Please tell us briefly below:

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-

If you agree to the above criteria and would like your school like to be considered for one of the four additional ASC prizes please complete this portion of the form.

Principal Name: _____ School Name: _____

Principal signature: _____ Date: _____

GOSH ACTIVE KIDS TOOLKIT

Application Details



Active Kids Are Healthy Kids

(Principal to complete this page)

| | | |
|---|------|-------|
| Name of School: | | |
| Address: | | |
| Telephone: | Fax: | Email |
| Principals Name: | | |
| SRC Coordinator: | | |
| Student Population (number): | | |
| Culturally and Linguistically Diverse (CALD) (number of students): | | |
| Aboriginal and Torres Strait Islander (number of students): | | |
| Does the school currently receive Priority Funding (<i>circle one</i>): | | |
| YES | NO | |
| Will the program be accessible to all students within the school community regardless of race, sex, marital status, age, homosexuality, disability, religion, philosophy or cultural background? (<i>circle one</i>): | | |
| YES | NO | |
| If you answer NO, please attach an outline of why the program targets a specific segment of the school community and the perceived benefits of limiting access to this group). | | |
| Principal Signature: | | Date: |
| SRC Coordinator Signature: | | |
| SRC Representative Signature: | | |